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ABSTRACT

This book examines the differential educational experiences of Aboriginal peoples in urban centers--primarily in Canada, but also in Australia and the United States. Major themes of the book are maintenance of individual and collective Aboriginal identity, the impact on that identity of disconnection from the land, spirituality as the key to understanding Aboriginal world views, and the effects of a colonial legacy. The book's four sections illustrate the range of urban Aboriginal responses to city life, focusing on an overview of Aboriginal student experiences in urban intercultural classrooms; the stories of students who are particularly marginalized by poverty, cultural dislocation, and racism; the identity-affirming work of the Saskatchewan Urban Native Teacher Education Program; and interviews with Aboriginal and non-Aboriginal educators who have built intercultural coalitions through their work. Following an introduction by Angela Ward and Rita Bouvier, the 10 chapters are: (1) "'Magpie' Babies: Urban Aboriginal Students, Identity and Inequality in Education" (Carol Reid); (2) "Changing Perspectives on Intercultural Classrooms" (Angela Ward); (3) "Good Community Schools Are Sites of Educational Activism" (Rita Bouvier); (4) "On the Margins of the Middle: Aboriginal Girls in an Urban Middle School" (Heather A. Blair); (5) "'No Friends, Barely': A Voice from the Edge of Indian Identity" (Carol Leroy); (6) "'Getting To Know Us'" (Linda Wason-Ellam); (7) "Coyote: Experiences as a District Consultant" (Shauneen Pete-Willett); (8) "To Teach from the Soul" (Bente Huntley); (9) "Voices Given to Us: Contextual Theatre in an Urban Native Teacher Education Program" (Lon Borgerson); and (10) "Stories of the People: Success in Urban Settings, the Inner Strength of 'Indianness'" (Dottie Kingman, Bill Walters, Sharon Wells). "Closing Reflections" (Rita Bouvier, Angela Ward) ends the book. (Contains references in most chapters) (SV)

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